High School Completion Program

House Education Committee

March 12, 2019

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Agency of Education

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16 VSA §943

- Created in 2006 to provide disengaged learners with educational services of the scope and rigor needed for the attainment of a high school diploma.

  - Vermonters who are at least 16 years of age and do not have a high school diploma are eligible for the program

- Adult Education and Literacy Providers co-construct personal learning plans with students and local high schools. PLPs outline the plan to meet the high school's requirements for diploma.

  - AEL providers are plan managers, monitoring and evaluating the student's progress. When all the requirements in the PLP are met to the schools' and AEL providers' satisfaction, the student is enrolled in school and awarded a diploma.

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TABE Accommodations - Presentation

Category 1	Category 2	Category 3
• Use visual magnifying equipment • Use a Large Print edition of the test • Use audio amplification equipment • Use markers to maintain place	• Have directions read aloud • Use to tape recording of directions • Have directions presented through sign language • Use directions that have been marked with highlighting • Have stimulus material, questions, and/or answer choices read aloud, except for a reading comprehension test • Use to develop recorder for stimulus material, questions, and/or answer choices, except for, except for a reading comprehension test • Use a tape recorder for stimulus materials questions, and/or answer choices, except for a reading comprehension test • Have stimulus material, questions, and/or answer choices presented through sign language, except for a reading comprehension test • Use communication devices (e.g., text-talk converter), except for a reading comprehension test • Have computer presentation of a test that is not otherwise available for computer presentation • Use a calculator or arithmetic tables, except for a mathematics computation test	• Use Braille or other tactile form of print • On a reading comprehension test, have stimulus material, questions, and/or answer choices presented through sign language • On a reading comprehension test, use to text• talk converter, where the reader is required to construct meaning and decode words from text • Have directions, stimulus material, questions, and/or answer choices paraphrased • For a mathematics computation test, use a calculator or arithmetic tables that change the construct being measured • Use a dictionary when language conventions are assessed

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TABE Accommodations - Response

| Category 1	Category 2	Category 3
• Mark responses in test book • Mark responses on Large Print answer document • For selected-response items, indicate responses to a scribe • Record responses on audiotape (except for constructed -response writing tests) • Far selected-response items, use sign language to indicate responses • Use a computer, typewriter, Braille writer, or other machine (e.g., communication board) to respond • Use a template to maintain place for responding • Indicate responses with other communication devices (e.g., speech synthesizer)	• Use graph paper to align work • Use of spell checker, except with a test for which spelling will be scored • For constructed-response items, indicate responses to a scribe, except for a writing test	• For a constructed-response writing test, indicate responses to a scribe • For a test for which writing will be scored, use a spell checker • Use a dictionary to look up words on a writing test

TABE Accommodations - Setting

Category 1	Category 2	Category 3
• Take the test alone or in a study carrel • Take the test with a small group or different class • Take the test at home or in a care facility (e.g., hospital) with supervision • Use adaptive furniture • Use special lighting and/or acoustics		

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TABE Accommodations – Timing/Scheduling

Category 1	Category 2	Category 3
• Take more breaks (Note: breaks should not result in extra time for testing or opportunity to study information in a test already begun) • Have flexible scheduling (e.g., time of day, days between sessions), which should not result in extra time for testing or opportunity to study information in a test already begun	• Use extra time for only timed test • Take more breaks (Note: breaks may result in extra time for any timed test) • Extend the timed section of a test over more than one day, even if extra time does not result • Have flexible scheduling that results in extra time	

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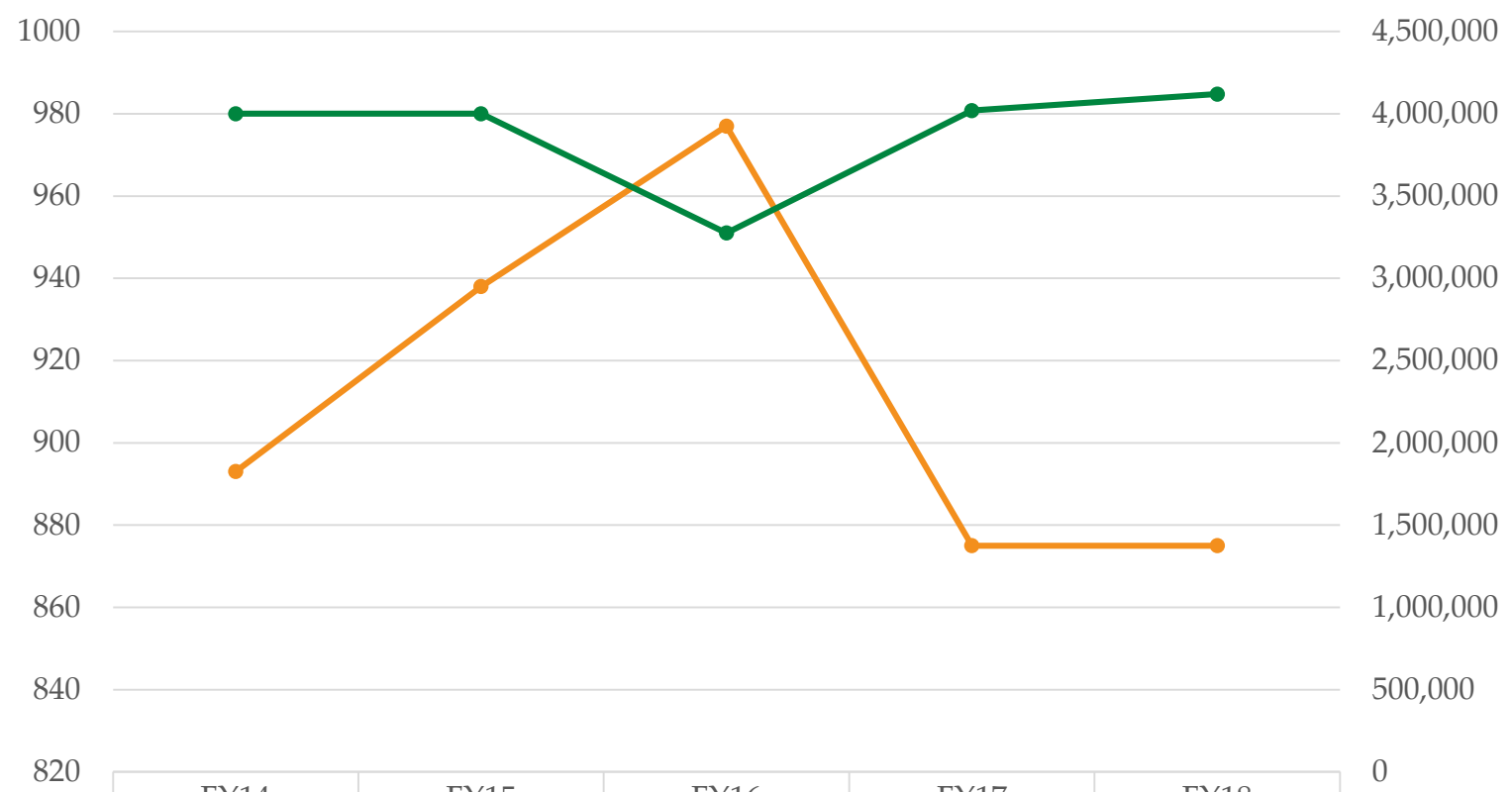
AEL Funds and Students Served
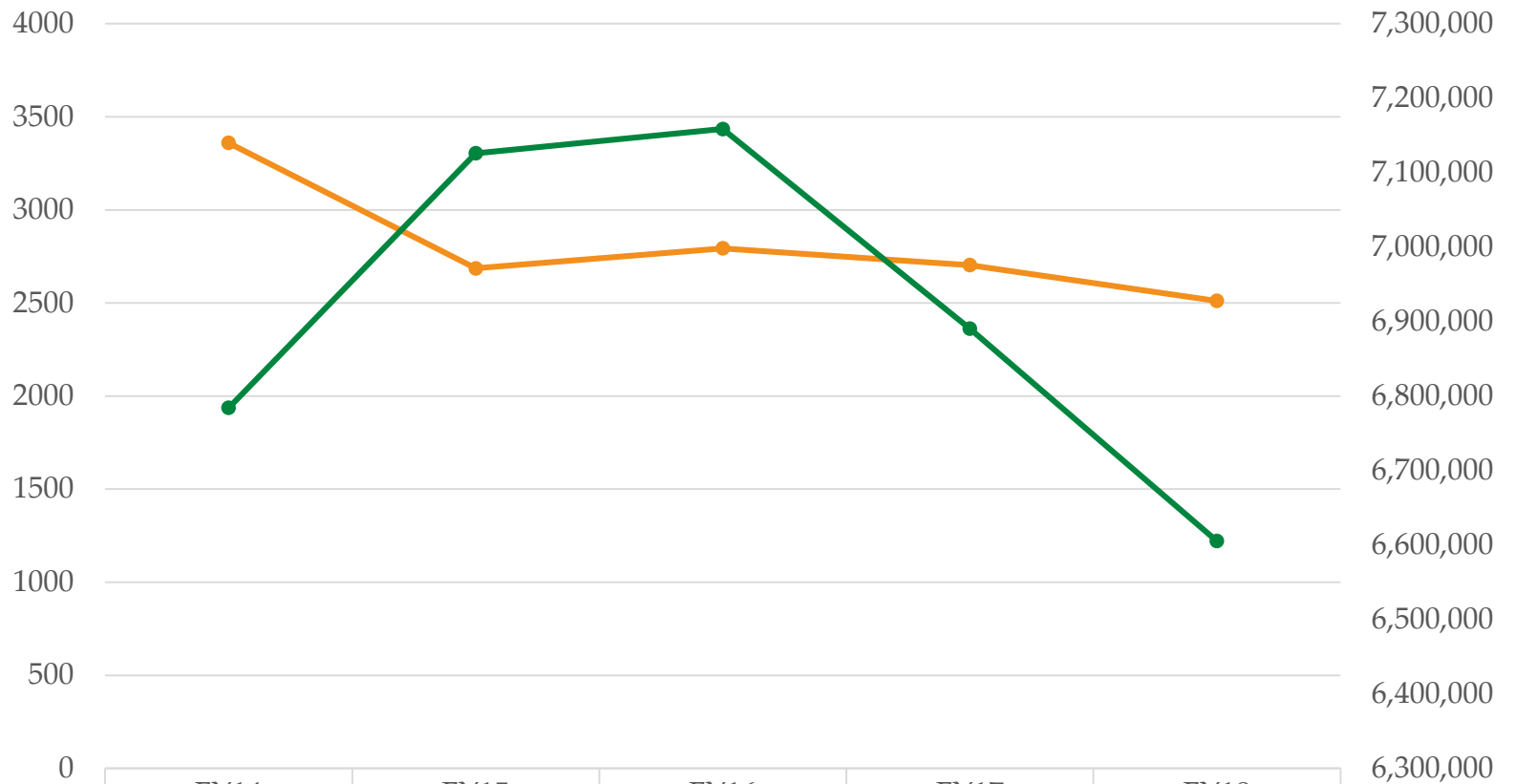
	FY14	FY15	FY16	FY17	FY18
Students	3360	2686	2794	2703	2511
Dollars	6,784,286	7,126,103	7,158,725	6,890,476	6,605,272

Students   Dollars

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HSCP Funds and Students Served

	FY14	FY15	FY16	FY17	FY18
Students	893	938	977	875	875
HSCP Funds	4,000,000	4,000,000	3,275,000	4,020,000	4,120,000

Students   HSCP Funds

High School Completion Program

High School Completion Program Measurable Skill Gains

HSCP Measurable Skill Gains

	FY16	FY17	FY18
■ MSG	32.22%	41.44%	49.52%

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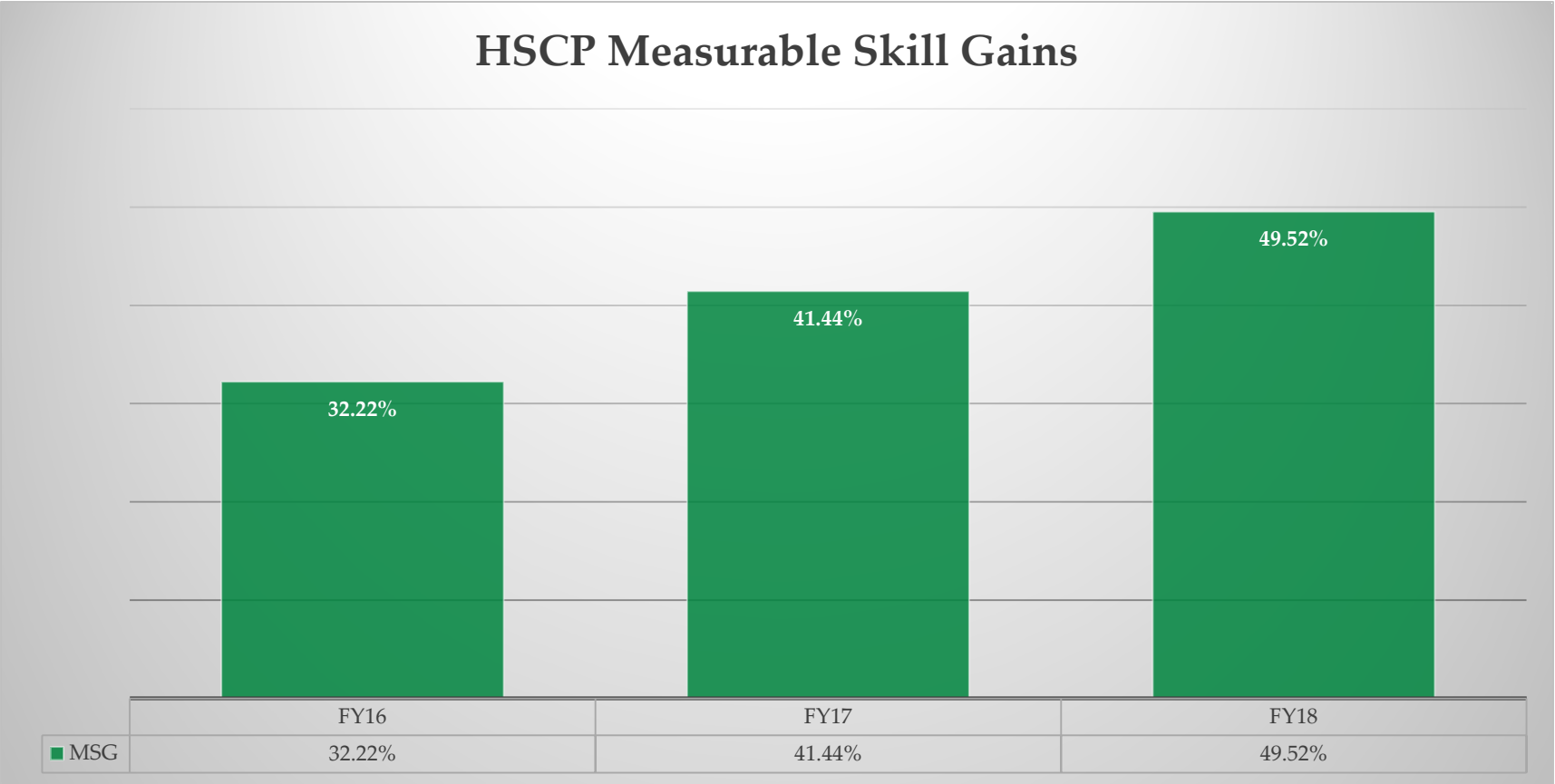
AEL Progress assessment Rates
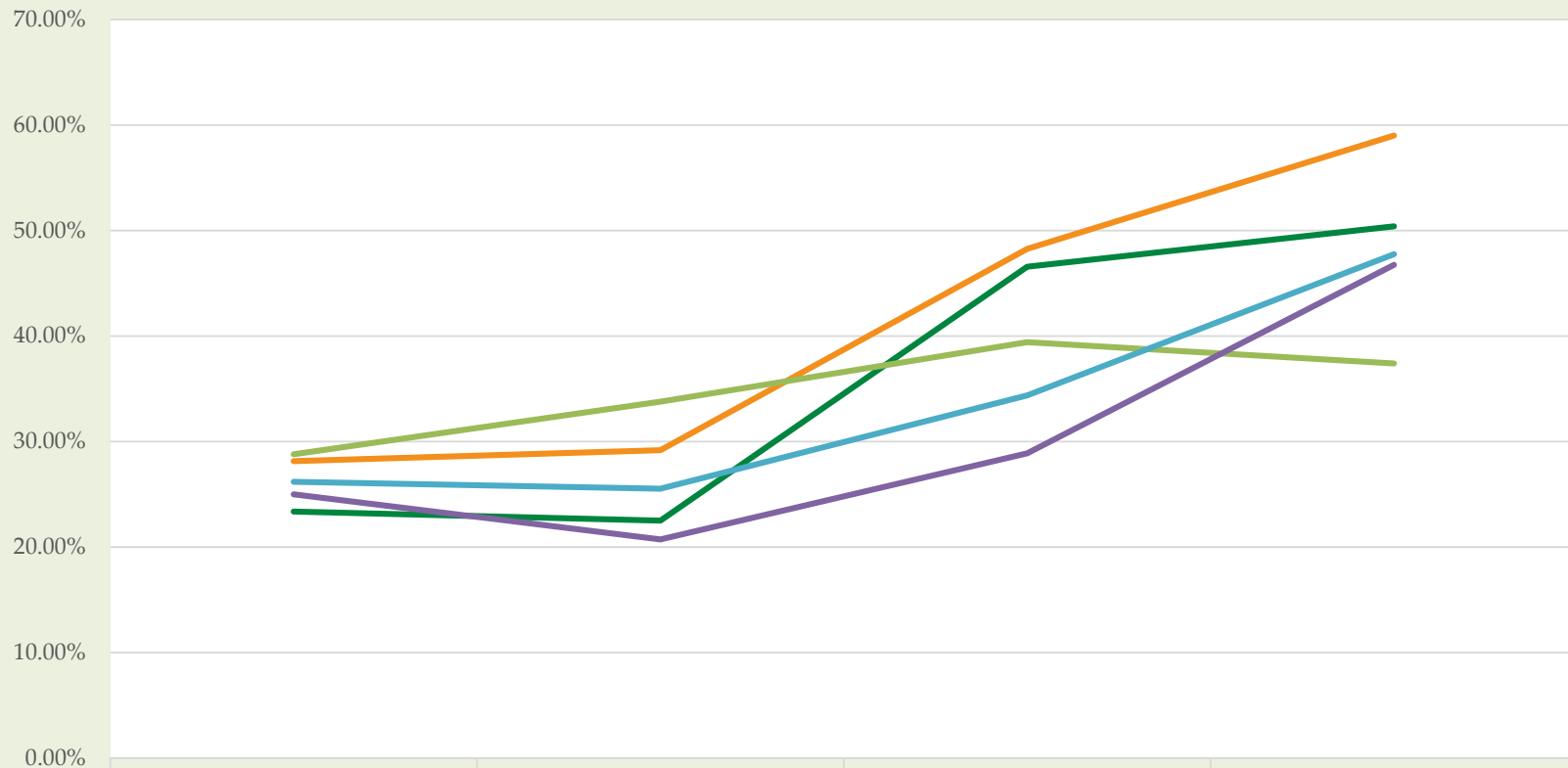
	FY15	FY16	FY17	FY18
CVABE	23.37%	22.52%	46.58%	50.40%
NEKLS	28.15%	29.18%	48.26%	59.01%
TTC	28.79%	33.78%	39.42%	37.40%
VAL	25.00%	20.71%	28.89%	46.74%
State	26.18%	25.54%	34.38%	47.76%

CVABE   NEKLS   TTC   VAL   State

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State Population EFL/MSGs Earned By Provider
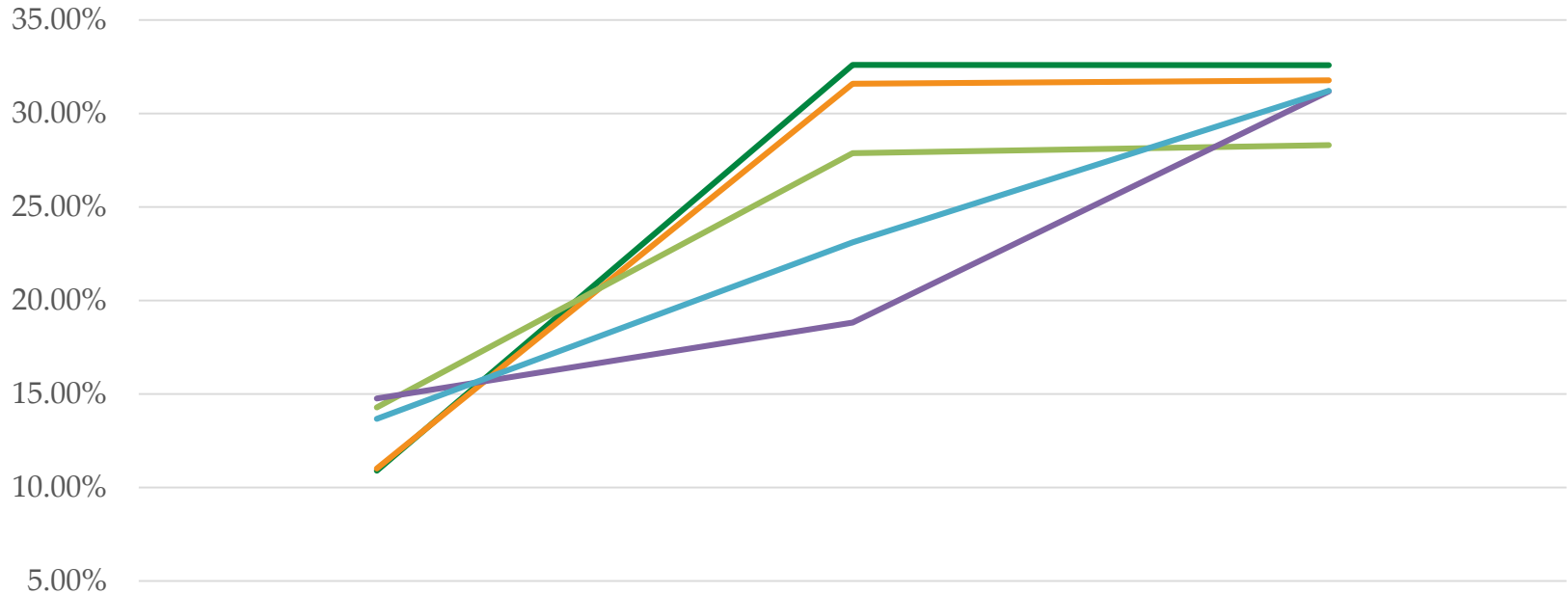
	FY16	FY17	FY18
CVABE	10.90%	32.61%	32.59%
NEKLS	11.02%	31.60%	31.77%
TTC	14.29%	27.89%	28.31%
VAL	14.76%	18.82%	31.18%
State	13.67%	23.12%	31.22%

CVABE   NEKLS   TTC   VAL   State

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AEL Students Served By Age Group

	2007	2018
16 - 24	48.15%	57.85%
25+	51.85%	42.18%

Legend: 16 - 24 | 25+

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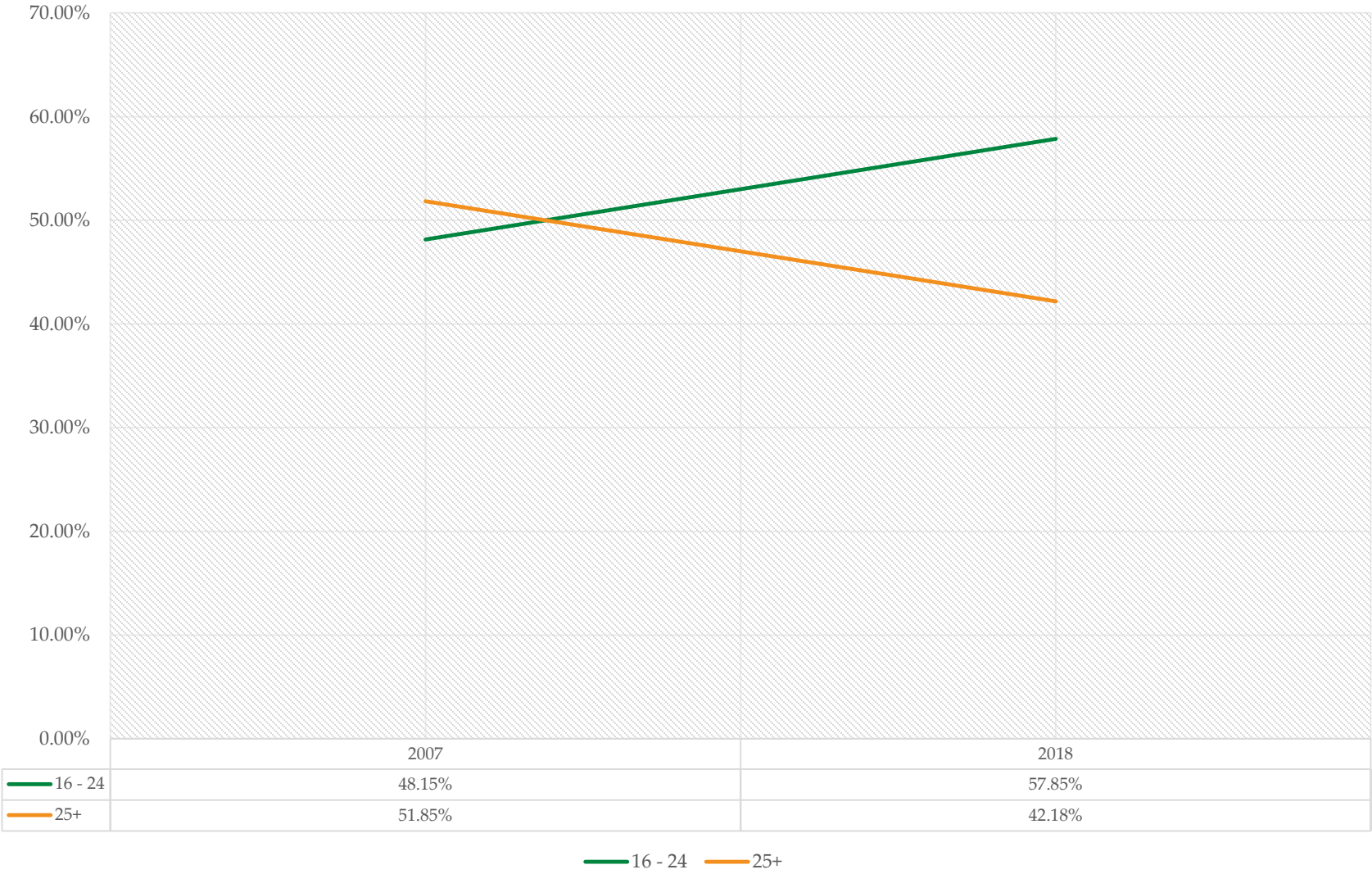
K-12 vs HSCP population overtime

	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
K-12	85081	83760	82555	81268	80444	79542	79333	77145	76318	75589
HSCP	589	705	764	679	834	893	1202	1205	875	875

K-12   HSCP

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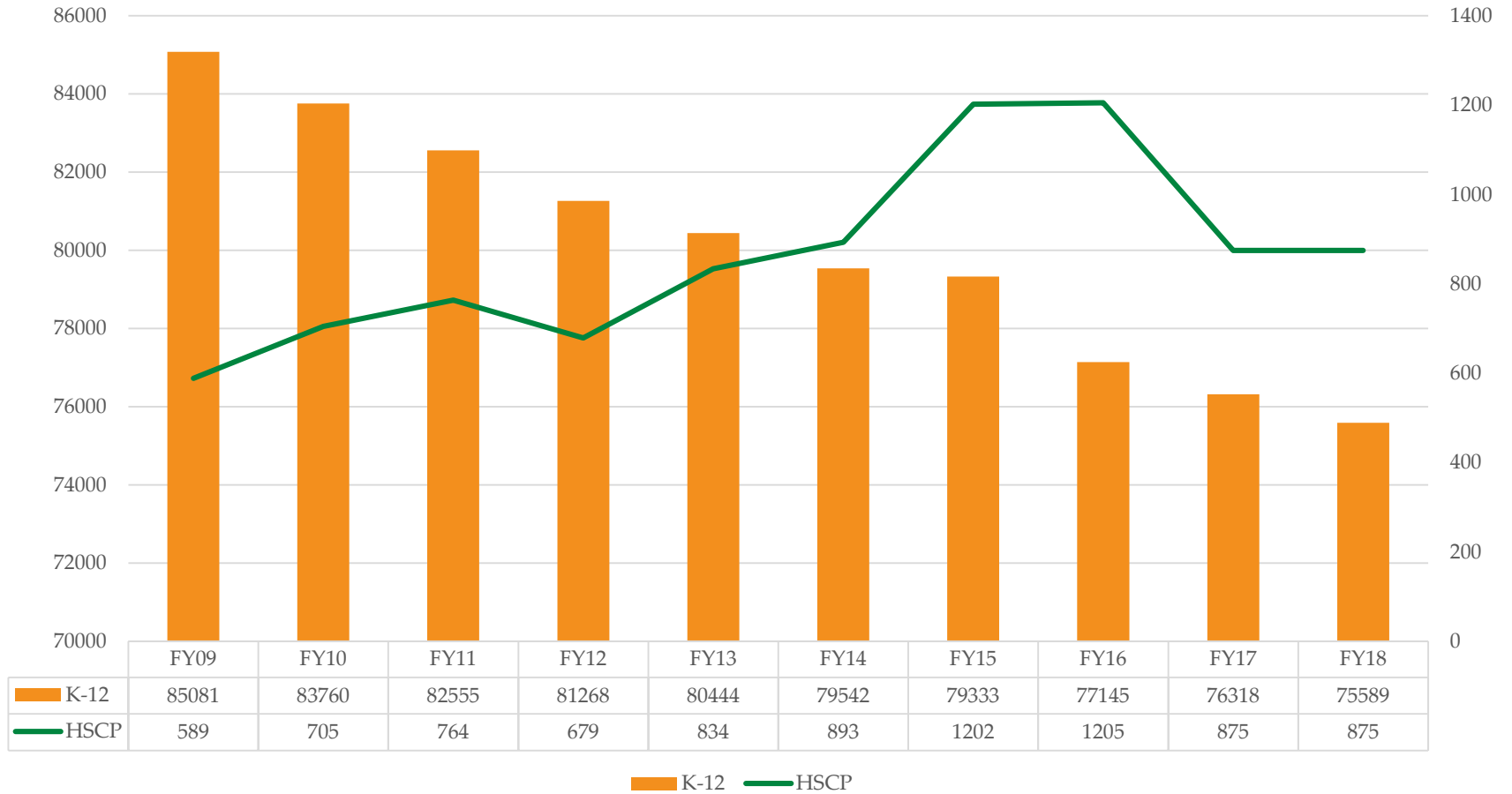
Support for the field:

- **Facilitate regular provider meetings for AEL leadership on such topics as ADA compliance, developing multi-tiered system of supports for students, career pathways, integrating technology into instruction, and helping students access VSAC services.**

- Clarifications on HSCP and assessment policy.

- Remote and in-person TA to overcome barriers to progress assessing.

- **Changed reimbursement table to reward growth in MSGs and not just attainment of a diploma.**

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Support for the field:

- **Created a data collection form to collect comparison information on the new assessment version (TABE 11/12) to inform make data-driven policy development.**

- Reviewed other state assessment policies (New England states plus New York) -- Vermont is the only state allowing two separate forms of the assessments.

- MA and VT are the only states in New England that test in all three content areas.

- **Allowed the TABE level M under 11/12 and NRS 4 as qualifying for HSCP funding.**

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Support for the field:

- **Created the prior approval form for providers to request exceptions.**
- Advocated for adequate funding under the Adult Diploma Program.
- **Extended the use of the TABE 9/10 assessments through 6/30/19.**
- **Required AOE-sponsored Implicit Bias training for all AEL field staff to help ensure equitable practice for staff and students.**

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Support for the field:

- Provided professional development opportunities for instructors, including access to training on evidence-based reading instruction for adult intermediate-level readers. The program that was developed with the US Department of Education's input and endorsement.

- Ensured that every provider had a seat on the board of the New England Literacy Resource Center. Previously, only 2 out of 4 providers had been allowed to participate on the board. The mission of the NELRC is to strengthen adult literacy services in our region through sharing and collaboration among professional development providers, practitioners and policy-makers.

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Thank You Questions?

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